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ABSTRACT

In order for public libraries in Ohio to meet the needs of their communities and also be in compliance with the Americans with Disabilities Act, they must be able to accommodate children with disabilities in their summer reading programs. Efforts of small or medium public libraries (circulation less than 1,100,000 in 1992) to meet the needs of disabled elementary school students were surveyed in a sample of 115 libraries. Sixty-six questionnaires (57%) were returned. Most libraries that responded are taking steps to accommodate physically disabled children in their summer reading programs. Some are making available specialized books (such as Braille) and tapes of the more common children's books. While 17% offer Braille books, only 8% actually order them, and only 28% offer signed books for children. Budget constraints may be preventing such purchases, but if more libraries surveyed their communities, they might find a greater need. Libraries are trying to reach out to this audience, but the need for proactive, rather than reactive, services remains. Needs assessment through surveys and promotion of the services offered are required to ensure access to physically disabled children. Attachments include the survey instrument and cover letters. (Contains 42 references.) (SLD)

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CHILDREN WITH PHYSICAL DISABILITIES AND SUMMER READING PROGRAMS IN OHIO PUBLIC LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Stacey A. Leach

July, 1994

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CHAPTER 1

INTRODUCTION

STATEMENT OF THE PROBLEM

A summer reading program in a public library allows children to continue the learning process by encouraging them to read for fun. These programs are created to include something for everyone. There are, however, physically disabled children who require special needs to be able to participate in a summer reading program. The Americans with Disabilities Act, which was signed into law on July 26, 1990, states that "no individual shall be discriminated against in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation operated by a private entity on the basis of a disability." [1] According to the Americans with Disabilities Act, public accommodations are private entities that affect commerce. This includes libraries. It must be determined if medium or small pubic libraries in Ohio are providing full and equal enjoyment in their summer reading program to children with disabilities.

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[1] Maureen Harrison and Steve Gilbert, eds., Americans with Disabilities Act Handbook (Beverly Hills: Excellent Books, 1992), 76.

NEED FOR THE STUDY

In order for these public libraries in Ohio to meet the needs of their communities and also be in compliance with the Americans with Disabilities Act, they must be able to accommodate children with disabilities in their summer reading programs. "Auxiliary aids and services must be provided unless such provision would fundamentally alter the nature of the program or cause an undue burden." [2] Therefore, a study was conducted to: (1) Determine whether or not there is a need in the community and (2) If the need exists, what is currently being done to meet that need.

OBJECTIVES

The objectives of the study will be met by answering the following research questions:

1. What special materials or services are made available to physically disabled children in the summer reading program?

2. How do medium or small public libraries in Ohio make parents of physically disabled children aware of the library services available to their children?

3. Will these libraries alter their requirements for certain criteria, such as altering the requirements to obtain a prize, to accommodate children with physical disabilities?

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[2] Ibid., 77.

4. Since the passing of the Americans with Disabilities Act have requests for special materials or services for children with physical disabilities increased?

DEFINITIONS OF TERMS

For the purpose of this study the phrase "summer reading program" is defined as any program conducted by the library for children during the summer months when school is not in session. This program would entail children reading a specified number of books and recording them to obtain prizes and certificates. The term "children" refers to boys and girls between kindergarten and eighth grade.

The term medium or small public libraries in Ohio will be any public library with circulation figures which total less than 1,100,000 for the year 1992.[3]

This study used the definition from the Americans with Disabilities Act Handbook which states that "the term 'disability' means, with respect to an individual

(A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment.

If an individual meets any one of these three tests, he or she is

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[3] "Statistics of Ohio Libraries 1993" (Columbus: The State Library Of Ohio, 1993), 53-55.

considered to be an individual with a disability for the purpose of coverage under the ADA." [4] This study dealt only with people who have physical impairments.

The term "auxiliary aids" was defined by the Americans with Disabilities Act which includes

> (A) qualified interpreters or other effective methods of making aurally delivered material available to individuals with hearing impairments;
>
> (B) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;
>
> (C) acquisition or modification of equipment or devices; and
>
> (D) other similar services and actions.[5]

For the purpose of this study "special needs" is used as a synonym for auxiliary aids and services.

LIMITATIONS OF THE STUDY

One limitation is the fact that the study was conducted only in Ohio. It is also limited because it only includes public libraries in Ohio with annual circulation figures of less than 1,100,000. Demographic and geographical differences prevent the findings of the study from being generalized across all public libraries and all states.

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[4] Ibid., 79.

[5] Ibid., 78-79.

Another limitation is that the study is only addressing the summer reading program. There are many other programs that libraries sponsor throughout the year in which physically disabled children can be involved. This study, however, only focuses on the summer reading program.

CHAPTER 2

LITERATURE REVIEW

This literature review was completed by searching several online catalogs and databases. The Online Public Access Catalogs (OPACs) used included Kent State University's catalyst and The Cleveland Public Library's Clevenet. Databases included Lisa, ERIC, Dialog, and Library Literature. Dissertation abstracts and Kent State University's School of Library and Information Science Dissertation Index were searched.

Many books and articles have been published in the past ten years concerning library services to physically disabled children. Although much has been written on this subject, there is little found in this literature that addresses accommodating children with physical disabilities in summer reading programs. Of the few books and articles that discuss children with disabilities in summer reading programs, the majority are aimed at addressing the needs of, and materials for the visually impaired. For example, in R is for reading,[6] a collection of articles and essays addressing library service to blind and physically disabled children, more than three fourths of the

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[6] R is for Reading ed. Leslie Eldridge, (Washington, D.C.: Library of congress, 1985).

articles and essays included discuss only services and materials for visually disabled children.

In a research paper written by Jill N.J. Pappenhagen entitled, *"Library Services to Disabled Children in Pennsylvania Public Libraries,"*[7] the author notes that the term "print handicapped" is often used in literature which includes children of all disabilities. This is the case in an article by James Pletz entitled, *"Lift Up Your Hearts...Open Your Doors-Summer Reading Program and Public Empathy Programming for Print Handicapped Children."*[8] The article is a report on a LSCA grant that established a program to design a statewide summer reading program for print handicapped children in Illinois. This program also helped in making public libraries aware of the needs of print handicapped children and helped to increase and expand collection services for the Illinois Network Serving Disabled Children.

Only one other example was found of an attempt by a state library at providing guidelines for adapting summer reading programs for children with disabilities. Read for the Fun of It: 1990 Ohio Summer Reading Program Manual,[9] advises librarians on

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[7] Jill N. J. Pappenhagen, "Library Service to Disabled Children in Pennsylvania Public Libraries," (Master's Research Paper, Kent State University, 1992), 4.

[8] James Pletz, "Lift Up Your Hearts...Open Your Doors-Summer Reading Program and Public Library Empathy Programming for Print Handicapped Children," Illinois Libraries 72 (April 1990), 360-4.

[9] Read for the Fun of It: 1990 Ohio Summer Reading Program Manual (Columbus, Ohio: State Library of Ohio, 1990), 8.

obtaining reading materials for children with disabilities by listing state agencies to be contacted when purchasing these materials. The article also advises librarians on how to evaluate their current collection in terms of what they may already have (picture books, books with large print) that may be used by children with disabilities. This article was also one of the few found that addresses the need for librarians to alter their requirements for children with disabilities in summer reading programs. For instance, allowing the children to make their book reports by mail, phone, or a tape recording. This article was taken from Scoop Up a Good Book: 1987 Summer Reading Program of the Rhodes Island Department of State Library Services.[10] Along with being an example of a state library's attempt at providing guidelines for a summer reading program for children with disabilities, it is also an example of the need to update the literature in this area, for in addition to its 1990 publication, it was reprinted in Ticket to Read: Ohio Summer Reading Program Manual.[10]

When reviewing the literature about library services to children with disabilities, a real concern arises over the lack of literature which relates the passage of the American Disabilities Act (ADA) and how libraries must now meet the needs of the disabled members of the community, including adapting

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[10] Ibid.

[10] Ticket to Read: Ohio Summer Reading Program Manual (Columbus, Ohio: State Library of Ohio, 1992), 9.

summer reading programs. This deficit becomes apparent in two ways in a book called Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Media Centers, by Linda Lucas and Marilyn A. Karrenbrock.[11] This textbook is designed to introduce librarians to the different disabilities children may have and how these disabilities affect attitude, growth, and intellectual ability. The book then discusses how libraries must, by law, adapt the physical environment of the library to make it accessible to children with physical disabilities, and also how it can adapt the collection and materials to meet the needs of these children. The book is detailed in its suggestions and examples, and is one of the few sources that includes organizations, agencies, and hotlines that may assist librarians in adapting libraries for the mainstreaming of disabled children. However, the book is seriously negligent in failing in its 1993 revised edition to include any mention of the ADA, and for having made no suggestions for adapting summer reading programs for children with physical disabilities.

This lack of attention to the need for libraries and librarians to be prepared for adapting summer reading programs for children with physical disabilities is apparent in Understanding Abilities, Disabilities, and Capabilities: A Guide to Children's Literature, by Magaret F. Carlin, Jeannine L.

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[11] Linda Lucas and Marilyn A. Karrenbrock, The Disabled Child in the Library: Moving into the Mainstream (Littleton, Colorado: Libraries Unlimited, Inc., 1983).

Laughlin, and Richard D. Saniga.[12] This book addressed different physical disabilities separately and offers suggestions on developing a collection containing literature and films that deal either directly or indirectly with these disabilities. This source is presented in highly readable text and would seem to be an indispensable tool for every childr n's librarian; again, however, no mention is made of incorporating these ideas into summer reading programs in which physically disabled children may be participating. Jean M. Clarke and Eileen Bostle in Reading Therapy[13] present a close examination of how reading can be used in dealing with physically disabled children to encourage intellectual growth in these children and to help mainstream them into society. This book, however, provides little mention of libraries, let alone summer reading programs.

The book with perhaps the glaring lack of attention to children with physical disabilities and summer reading programs is Summer Reading Clubs: Complete Plans for 50 Theme-Based Library Programs.[14] In her book, Martha Seif Simpson provides 50 summer reading program plans including reading lists, film lists, special project ideas, and award suggestions. Published in 1992,

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[12] Margaret F. Carlin, Jeannine L. Laughlin, and Richard D. Saniga, Understanding Abilities, Disabilities, and Capabilities: A Guide to Children's Literature (Littleton, Colorado: Libraries Unlimited, Inc. 1991).

[13] Jean M. Clarke and Eileen Bostle, Reading Therapy (London: The Library Association, 1988).

[14] Martha Seif Simpson, Summer Reading Clubs: Complete Plans for 50 Theme-Based Library Programs (Jefferson, North Carolina: McFarland & Co., 1992).

two years following the passage of the ADA, the book contains no provisions to make in adapting summer reading programs for children with physical disabilities, and does not even include program plans for making children aware of disabled people.

There was no scholarly literature found on summer reading programs and children with physical disabilities. The one scholarly text found that addressed children with disabilities and the library was Henry C. Dequin's Librarians Serving Disabled Children and Young People.[15] Dequin's book is research oriented and offers suggestions on evaluating and selecting materials and emphasizes the importance of reading for stimulating intellectual growth in children with physical disabilities.

Since 1990, many of the articles and essays published have dealt with the management of materials for disabled children and making the community aware of these materials in the library. In Gail E. Wolfe's *"Management Paper: Management of Materials for Indiana Youth with Visual Disabilities,"*[16] she offers some basic points to be considered when selecting and evaluating materials for the visually impaired child. She also gives her recommendations for the best publishers to contact when making

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[15] Henry C. Dequin, Librarians Serving Disabled Children and Young People (Littleton, Colorado: Libraries Unlimited, Inc., 1983).

[16] Gail E. Wolfe, "Management Paper: Management of Materials for Indiana Youth With Visual Disabilities," Indiana Media Journal 13 (Winter 1991), 18-19.

purchases. In *"Programs That Open Doors,"* by Judith Schimmel,[17] a librarian discusses how her library developed reading programs for children with disabilities and demonstrates how important it was to include the input of parents in the development of these programs. She found that most parents were reluctant to allow their children to attend a large group program. Her library's solution was to establish two programs for disabled children. One group included parent participation to accommodate those children who were accustomed to close supervision. Another group was established for children who could function in a group situation with minimal supervision. Schimmel emphasizes the role parents played in increasing the library's awareness of these children's needs and in contacting other parents wishing to take advantage of the library's services for their special needs children.

Sally Mangold, in her essay *"Improving Library Service for Visually Handicapped Children,"*[18] also emphasizes parents as an important resource to use in developing programs to serve children with disabilities. Parents can offer invaluable insight to librarians on interacting with disabled children. Parents can also help to establish networks by which the library can make parents of special needs children aware of library services

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[17] Judith Schimmel, "Programs That Open Doors," School Library Journal 11 (November 1993), 36-7.

[18] Sally Mangold, "Improving Library Services for Visually Handicapped Children," R is for Reading (Washington, D.C.: Library of Congress, 1985), 53-9.

available to them.

Serving physically disabled children within the community is not a matter of libraries trying to be all things to all people, it is a matter of complying with the ADA. Libraries must examine ways of adapting summer reading programs to accommodate children with disabilities, and they must advertise and publish their plans so that all libraries can benefit from their success.

CHAPTER 3

METHODOLOGY

The survey methodology was used for this study. The tool used is a self-administered questionnaire consisting of eleven multiple choice questions. This questionnaire was sent to children's librarians in medium or small public libraries in Ohio.

POPULATION

This study was conducted in Ohio and involved only a population of public libraries with 1992 circulation figures that totaled less than 1,100,000. The population is 230 public libraries. This type of library was chosen, because the purpose of the study is to determine how public libraries are serving the needs of physically disabled children in their communities. The questionnaire was sent to a sample of public libraries totalling 115. This sample was systematic from a list of qualifying libraries, every second library was chosen. Institutions were identified from the "Statistics of Ohio Libraries 1993".[19]

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[19] "Statistics of Ohio Libraries 1993." (Columbus: The State Library Of Ohio, 1993), 53-55.

QUESTIONNAIRE DESIGN

The literature review revealed that very little research has been done in this specific area, therefore, the scope of the questionnaire is broad. The questions are designed to determine what materials or services libraries are currently using to accommodate children with physical disabilities. Among the information collected was specific materials or services being used, number of requests for these materials, how do libraries publicize the availability of these materials, and how do the children's librarians use these materials in their summer reading programs.

CHAPTER 4

ANALYSIS OF FINDINGS

A total of sixty-six questionnaires were completed and returned. This yielded a response rate of 57%.

The first question asked if the library had conducted a survey in the last three years. This would determine the actual number of physically disabled children the library served. Out of the 66 libraries responding, only two (3%) had conducted surveys. One response stated 1-5 physically disabled children use their library and the other stated 6-10 physically disabled children use the library.

Questions were asked to determine the materials and services made available by the responding libraries to children with physical disabilities in the summer reading programs. Table 1 shows the results for children who are visually disabled.

Table 1.--Materials and Services for the Visually Disabled

Type of Material or Service	N	(%)
Braille Books For Children	11	17
Children's Books on Tape (unabridged)	56	85
Magnifiers	13	20
Large Print Books For Children	46	70
HI/LO Books	26	39

Table 1.--Continued

Type of Material or Service	N	(%)
Reading Machine (eg. Kurzweil)	5	8
Description Video For Children	7	11
Talking Books Machine	1	2
Talking Books Program For The Blind and Physically Handicapped	2	3

A large number of respondents offered unabridged children's books on tape (85%) and large print books for children (70%). Over one third of the respondents (39%) said they make available HI/LO books. Almost one third of the libraries offer Braille books for children (17%) and magnifiers (20%). The items with the lowest percentages were the talking books machine (2%) and the Talking Books Program for the Blind and Physically Handicapped (3%).

Also explored in the study were the materials and services available to children with hearing disabilities who are involved in the summer reading programs (Table 2).

Table 2.--Materials and Services for the Hearing Disabled

Type of Material or Service	N	(%)
Signed Books for Children	15	28
Interpreters	7	11
Closed Caption Television For Children	9	14
Teleçommunication Devices For The Deaf (TDD)	11	17

Table 2.--Continued

Type of Material or Service	N	(%)
HI/LO Books	20	30
FM Loops	1	2
Closed Caption Videos	6	9
Closed Caption Decoder	1	2

Overall, the percentage of libraries offering special materials and services for the hearing disabled were lower than those offering materials and services to the visually disabled. The HI/LO books were the items offered the most and these were only made available in twenty (30%) of the libraries responding. Even fewer libraries offered signed books for children (28%), interpreters (11%), closed caption television for children (14%), and Telecommunication Devices for the Deaf=TDD (17%). FM loops and closed caption decoders were made available by only 2% of the respondents.

Regarding the materials and services made available to children with orthopedic disabilities, the data revealed the following (Table 3):

Table 3.--Materials and Services for the Orthopedically Disabled

Type of Material or Service	N	(%)
Paperback Books For Children	60	91
Children's Books On Tape (unabridged)	55	83
Adjustable Book Stands	6	9

Table 3.--Continued

Type of Material or Service	N	(%)
Agency For Talking Books Program	1	2
Raised Puzzles	1	2

A very high percentage of the respondents (91%) said they make available paperback books for children. A large number of respondents (83%) offer unabridged children's books on tape. The numbers then drop dramatically for the adjustable book stands (9%), Agency for Talking Books Program (2%), and raised puzzles (2%).

The following table, table 4, deals with the techniques used by libraries to make parents of physically disabled children aware of the libraries materials and services:

Table 4.--Techniques used by libraries for contact of parents

Type of technique used	N	(%)
Direct Mail	2	3
Schools	21	32
Radio	6	9
Newspaper	16	24
Television	2	3
Fliers	14	21
Telephone	5	8
Word of Mouth	26	39
Contact Through Special Agencies	18	27
Patrons Approach You	29	44
No Special Techniques Are Used	25	38

The libraries responding used a variety of different ways to contact or attract the parents of the children with physical disabilities who were eligible for the summer reading programs: 32% of the respondents used schools, 24% used newspapers, 21% used fliers, and 27% made contact through special agencies. However, higher percentages of the respondents allowed the children or parents to learn what libraries have to offer by means not actually controlled by the library itself. These include word of mouth (39%), the patrons approach you (44%), and no special techniques are used (38%). Other means had a lower percentage of use. These include radio (9%), direct mail (3%), television (3%), and telephone (8%).

Table 5 shows the results when the libraries were asked what types of books they actually ordered for their library.

Table 5.--Types of books ordered by libraries

Type of book ordered	N	(%)
Braille Books For Children	5	8
Children's Books On Tape (unabridged)	53	80
Large Print Books For Children	46	70
HI/LO Books	28	42
Signed Books For Children	11	17
Paperback Books For Children	60	91

The percentages for the number of respondents who ordered books to accommodate children with physical disabilities were

high for a number of types of books. Eighty percent of the respondents ordered unabridged children's books on tape, 91% ordered paperback books for children, and 70% ordered large print books for children. Over one third of the respondents (42%) ordered HI/LO books. Only 8% of the libraries responding ordered Braille books for children and 17% ordered signed books for children.

The study also dealt with the alteration of reading requirements for obtaining a prize in a summer reading program. The libraries were asked if they altered the number of books to be read for the children with physical disabilities. Fourteen of the sixty-six (21%) said they do alter the requirements. Forty (61%) said they did not. Some libraries, however, use different methods of recording the progress and rewarding the children. Some use the number of minutes a child reads. Others have the child set his or her own limit and then sign a contract. Some libraries give every child a prize or certificate no matter how many books are read.

When questioned about the amount of influence parents of physically disabled children have over changes in materials and structure of the summer reading programs, some libraries did not seem to know the requirements of the Americans With Disabilities Act. Forty-one (62%) of the respondents did state correctly that it should only take a request from one parent to make a change. However, twenty-three (35%) stated it would take a few parents and one (2%) said it would take many parents to make a change.

The study also explored the number of times a library has used a theme, display, or category in their summer reading program to make children aware of people with disabilities (Table 6).

Table 6.--Libraries using a theme, category, or display

Number of times used	N	(%)
0	39	59
1	6	9
2	5	8
3	6	9
More Than 3	4	6

A total of 59% of the responding libraries have not used such a theme, display, or category for their summer reading programs in the last three years. Only six of the respondents (9%) have used one, five (8%) have used two, six (9%) have used three, and four (6%) have used more than three.

The last issue studied involved how the number of requests had changed since 1990, which was the year the Americans With Disabilities Act was activated. Forty-nine (74%) stated their requests stayed the same. Ten (15%) said requests increased and one (2%) said they decreased.

SUMMARY AND CONCLUSIONS

Most libraries who responded are taking steps to accommodate physically disabled children in their summer reading programs. They are making available specialized items such as Braille books for children and signed books for children along with the more common children's books on tape. As noted in the tables, 17% of the respondents offer Braille books for children and 28% offer signed books for children. By comparison only 8% actually order Braille books for children and 17% order signed books for children for their libraries. The Americans With Disabilities Act does say that accommodations should be made for people and these libraries uphold that in this instance. Because of dwindling library budgets, the libraries may feel that there is no need to purchase these types of materials because they perceive the need to be low in their community. However, if more libraries conducted surveys of the community they might find a greater need than they had anticipated. This may lead to more libraries looking into the actual purchase of these special materials in the future.

Libraries are using a variety of ways to contact the parents of the physically disabled children other than having the parent approach them. These include schools, fliers, and newspapers. However, there are still high percentages of respondents that allow patrons to approach them (44%), contact through word of mouth (39%), or use no special technique at all (38%). These libraries may not realize that there are agencies that could help

them contact the physically disabled children in the community. The libraries should research ways in which the greatest number of children can be reached with the least amount of expense for the library. Libraries must learn to be more proactive rather than reactive.

There are still an alarming amount of the respondents (36%) that feel it is necessary for more than one individual to request a change before a change would take place. Librarians must be aware of the laws they fall under. One respondent stated correctly, after answering that only one request would be enough, "the American Disabilities Act requires this. It is also kind." More librarians should take heed and know that only one request for a change may be enough to include a very special person in their summer reading program who may otherwise be left out.

More libraries should consider doing a survey of their community to determine the actual amount of physically disabled children they serve. Even a small library who feels there are few physically disabled children in the community to serve may be surprised at the number they find. A child may not outwardly exhibit a disability to a casual observer. A library may not be serving this child or others like him or her because it takes a passive versus an active role in serving the community of physically disabled children.

To play an active role a library should not only survey the community, but promote the library to the physically disabled children. Advertising, handing out fliers, visiting schools, or

displaying pamphlets showing the services and materials the library offers to physically disabled children are just a few ways of playing an active role. Children with physical disabilities should know their library is encouraging them to join the summer reading program by having the best materials and services there is to offer.

PLEASE SELECT THE ANSWER THAT BEST DESCRIBES YOUR LIBRARY.

1. In the last three years, has a survey been conducted at your library to determine the number of physically disabled children who use your library?

_____ yes _____ no

If you answered "yes" go to question 2.
If you answered "no" go to question 3.

2. According to the survey, how many physically disabled children use your library?

_____ 1-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21-25
_____ 26-30
_____ 31-35
_____ more than 35.

3. Which materials or services do you make available to children who are visually disabled? (Check All That Apply)

_____ Braille Books for Children
_____ Children's Books on Tape (unabridged)
_____ Magnifiers
_____ Large print books for Children
_____ HI/LO Books
_____ Reading machine (for example Kurzweil)
_____ Descriptive Video for Children
_____ Other(Please Specify) _____

_____

4. Which materials or services do you make available to children who are hearing disabled? (Check All That Apply)

_____ Signed Books for Children
_____ Interpreters
_____ Closed Caption Television for Children
_____ Telecommunication Devices for the Deaf (TDD)
_____ HI/LO Books
_____ FM Loops
_____ Other(Please Specify) _____

_____

5. Which materials or services do you make available to children who are orthopedically disabled? (Check All That Apply)

_____ Paperback Books for Children
_____ Children's Books on Tape (unabridged)
_____ Adjustable Book Stands
_____ Other(Please Specify) _____

_____

(OVER PLEASE)

6. Which special techniques do you use to make parents of physically disabled children aware of the library services available to their children? (Check All That Apply)

_____ Direct Mail
_____ Schools
_____ Radio
_____ Newspaper
_____ Television
_____ Fliers
_____ Telephone
_____ Word of Mouth
_____ Contact Through Special Agencies
_____ Patrons Approach You
_____ No Special Techniques Are Used
_____ Other(Please Specify) _____

_____

7. Do you order any of the following types of books? (Check All That Apply)

_____ Braille Books for Children
_____ Children's Books on Tape (unabridged)
_____ Large print books for Children
_____ HI/LO Books
_____ Signed Books for Children
_____ Paperback Books for Children
_____ Other(Please Specify) _____

_____

8. It is common in summer reading programs for children to be required to read a specific number of books to obtain a prize. Do you alter the requirements to obtain a prize for children who are physically disabled?

_____ yes _____ no

9. Check the statement best describing your opinion as to the influence parents of physically disabled children would have over changes in materials and structure of the summer reading program. (Check Only One)

_____ Many parents would have to ask for changes.
_____ A request from one parent would be enough.
_____ Just a few parents would have to ask for changes.

10. In the past three years, how many times has your summer reading program included a theme, display, or category to make children aware of people with disabilities?

_____ 0
_____ 1
_____ 2
_____ 3
_____ More than 3

11. Since 1990, have requests (from parents of children with physical disabilities) for programs, materials, or services that meet the needs of disabled children:

_____ Decreased
_____ Increased
_____ Stayed the same

THANK YOU FOR PARTICIPATING IN THIS STUDY.

School of Library and Information Science
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Fax 216-672-7965

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

Re: Children with Physical Disabilities and Summer Reading Programs in Ohio Public Libraries.

March 16,1994

Dear Librarian:

I am a graduate student in the School of Library and Information Science at Kent State University. As a part of the requirements for my master's degree, I am conducting a study in Ohio public libraries about the adaptation of summer reading programs to meet the special needs of children with physical disabilities. The enclosed questionnaire elicits information that will help me to determine what steps public libraries in Ohio are taking to accommodate these children. This information would be useful to both theorists and practitioners in the field of library and information science.

Confidentiality and anonymity are guaranteed as you do not need to sign your name to individual questionnaires; only the investigator has access to the survey data. There is no penalty of any kind if you should choose to not participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (216) 683-2356 or Dr. Richard Rubin, my research advisor, at (216) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. Eugene Wenninger, Office of Research and Sponsored Programs, at (216) 672-2851.

Thank you very much for your cooperation; it is much appreciated. You may return the questionnaire in the enclosed self-addressed stamped envelope to me at the following address:

Stacey Leach
1118 Heatherwood Lane
Orrville, Oh 44667

Sincerely,

Stacey Leach

Stacey Leach
Graduate Student

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